

**Program Description/Textbook or Print Instructional Material**

<b>Vendor</b>	Pearson Education, Inc., publishing as Pearson Scott Foresman
<b>Web URL</b>	www.scottforesman.com
<b>Title</b>	Silver Burdett Making Music Big Book
<b>Author</b>	Beethoven, Palmer, et al
<b>Copyright Date</b>	2005
<b>ISBN</b>	0-382-36579-8
<b>Edition</b>	1st
<b>Course/Content Area</b>	Music
<b>Intended Grade or Level</b>	1
<b>Readability Level</b>	N/A
<b>List Price</b>	559.00
<b>Lowest Wholesale Price</b>	447.20

**The Kentucky Department of Education must receive a copy of the alternative format if the instructional material is placed on the State Multiple List.**

**Level of Accommodations** Level Three

If Level Two or Level Three, please provide rationale for not meeting Level One Compliance

Rationale See letter attached

**FEATURES****Disclaimer**

The features of each book or program were developed by the publisher and do not reflect the opinion of the State Review Team, State Textbook Commission, or of the Kentucky Department of Education.

**Content**

Silver Burdett Making Music was developed to meet the needs of all students in the state of Kentucky. The program reflects the philosophy of the National Standards for Arts Education.

**Student Experiences**

Each lesson provides opportunities for students' active involvement with music. Through the development of skills--including singing, playing instruments, moving, creating, reading, and listening--students learn the elements of music and connect to styles, cultures, and other disciplines. Student editions provide an extensive collection of song literature with popular and contemporary songs, folk

extensive collection of song literature, with popular and contemporary songs, folk and traditional songs, multicultural songs, and seasonal and holiday songs. Each song is attractively presented on a white background to enhance readability.

## **Assessment**

Silver Burdett Making Music provides a variety of tools to help assess students' knowledge and skills. Assessment opportunities can be found in the student edition and in the Teacher Resource Book. Assessments include a variety of strategies and methods that encourage all students to be successful. Every lesson in the program incorporates both formal and informal assessments. Unit assessments in the student edition can be used to measure student progress across lessons that focus on core instruction. Also in the student edition, are ongoing assessments including Show What You Know!, Grades K-6 and Checkpoints, Grades 7-8.

## **Organization**

Silver Burdett Making Music, Grades K-6, has a balanced, two-part organization. Part 1, which comprises Unit 1-6 provides sequential instruction using elements, skills, and connections. In Part 2 of the K-6 program (Units 7-12) students' music knowledge and skills are increased through theme-based activities and lessons. In Grades 7-8, Silver Burdett Making Music features a modular organization that is designed around nine specific music topics.

## **Resource Materials**

**Audio CD Packages, Grades K, 1, 2, 3, 4, 5, 6, 7, 8;**

**Teacher's Resource Packages, Grades K, 1, 2, 3, 4, 5, 6, 7, 8**

Content Includes: Kentucky Teacher's Editions (with Kentucky CD), Grades K, 1, 2, 3, 4, 5, 6, 7, 8; Keyboard Accompaniments, Grades K, 1, 2, 3, 4, 5, 6, 7, 8; Resource Book, Grades K, 1, 2, 3, 4, 5, 6, 7, 8; Listening Map Transparency Package, Grades K, 1, 2, 3, 4, 5, 6, 7, 8; Binder with Tabs, Grades K, 1, 2, 3, 4, 5, 6, 7, 8

## **Gratis Items to be provided and under what conditions -**

**Free one per Teacher at ratio of 1:Big Book and Audio CD Package**

**purchased - Kentucky Teacher Resource Package, Grade K Free one per**

**Teacher at ratio of 1:25 Student Editions or Big Book Set and Audio CD**

**Package purchased - Kentucky Teacher Resource Package, Grades 1, 2**

**Free one per Teacher at ratio of 1:25 Student Editions and Audio CD**

**Package purchased - Kentucky Teacher Resource Package, Grades 3, 4, 5, 6, 7,**

**8; Free one per Building - Master Index and Correlations, Grades K-8; New**

**Activities for the Substitute Teacher Audio CD Package, Grades K-8; Kentucky**

**Audio CD, Grades K-8; Making Music with Movement and Dance, Grades K-8;**

**Making Music All Together Audio CD, Grades K-6; Bridges to Asia Audio CD**

**Package, Grades K-4, 5-8; ¡A cantar! Audio CD Package, Grades K-4, 5-8; Small**

**CD Player, Grades K-8**

**Choice of one of the following per Building - Music Magic Video Library**

**Packages, Grades 1, 2, 3, 4, 5, 6, 7, 8; OR Making Music with Technology**

**Packages, Grades 1, 2, 3, 4, 5, 6, 7, 8; OR Step into Music Complete Package,**

**Grade K; hree per Building: Choice of 3 of the following 8 items**

**Music for All Children Videotape Package, Grades K-6; Alfred's Essentials of**

**Music Theory CD-ROM Package, Vol. 1, Grades 4-8; Alfred's Essentials of**

**Music Theory CD-ROM Package, Vol. 1&2, Grades 4-8; Morton Subotnick's**

**Making Music CD-ROM Package Grades K-4; Morton Subotnick's Making More**

**Music CD-ROM, Grades K-6; Play Music CD-ROM, Grades K-8; PrintMusic!**

**CD-ROM Package, Grades K-8; Making Music DVD, Grades 1, 2, 3, 4, 5, 6, 7, 8**

## **Available Ancillary Materials**

Master Index & Correlations, Gr. K-8; New Activities for the Substitute Teacher

Audio CD Package, Gr. K-8; Making Music with Movement and Dance, Gr. K-8; Making Music All Together Audio CD-ROM, Gr. K-8; Bridges to Asia Audio CD Package, Gr. K-4, 5-8; ¡A cantar! Audio CD Package, Gr. K-4, 5-8; Music Magic Video - Arpeggio Meets the Brass Family, Gr. 1-3; Music magic Video Library Package, Gr. 1,2,3,4,5,6,7,8; Music for All Children Videotape Package, Gr. K-6; Alfred's Essentials of Music Theory CD-ROM Package, Volume 1, Gr. 4-8; Alfred's Essentials of Music Theory CD-ROM Package, Volume 2&3, Gr. 4-8; Morton Subotnick's Making Music CD-ROM Package, Gr. K-4; Morton Subotnick's Making More Music CD-ROM, Gr. K-6; Play Music CD-ROM, Gr. K-8; PrintMusic! CD-ROM Package, Gr. K-8

## Research Data and Evidence of Effectiveness

Disclaimer: The research data and evidence of effectiveness was provided by the publisher and does not reflect the opinion of the State Review Team, State Textbook Commission, or the Kentucky Department of Education

Note: Please complete this section by indicating the research data and evidence of effectiveness, or give a web site where the information is located. If there is no research data and evidence of effectiveness, please indicate "not available".

<b>Research Available</b>	Yes	If yes, provide information below.
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Silver Burdett Making Music incorporates the rich tradition and history of a company that has served the music education profession for almost 120 years. Because this experience has been merged with applications of the most recent research on learning in music, teachers safely rely on the curriculum, instructional models, and methods that comprise the program. The strong, empirical base of the program is strengthened by the considerable number of authors who are themselves researchers in music teaching and learning and have published works in their specific fields. Many of the authors have specialized in and researched areas such as curriculum design, perception, acquisition of music skills, and repertoire for music learning. Authors for Orff Process, Listening Maps, Signing, Child Voice, Adolescent Voice, and other specific areas, a Multicultural Advisory Panel, and a Teacher Advisory Panel also helped to shape Making Music.

Throughout the development of Silver Burdett Making Music, Pearson Scott Foresman conducted a number of market research studies. During various sessions held across the country, music teachers had the opportunity to review prototype lessons and features of the program and provide feedback to a non-employee, moderator. The data collected were carefully considered during the development of the program. In addition, music teachers were asked to complete song surveys at various national and regional music conferences to ensure the song selections in Silver Burdett Making Music are developmentally appropriate and appealing to students. Teachers indicated if they "would use" or "would not use" a particular song from a complete list of songs from the previous program as well as reviewing some additional songs that were being considered for the new program. Along with the data collected from the surveys, the complete list of songs included in MENC's Get America Singing...Again! Campaign and songs from the Core Knowledge Curriculum were considered for inclusion in the program.

Disclaimer: Comments on the strengths and/or weaknesses of each book, material or program were written by members of the State Textbook/Instructional Materials Review Team and reflect their opinions. They do not reflect the opinions of the State Textbook Commission nor the Kentucky Department of Education. In addition, the State Textbook/ Instructional Materials Review Team completed each evaluation form during the week of July 19-23, 2004. In order to maintain the integrity of the of the review team's comments, editing was limited to spelling and punctuation.

<b>Title</b>	<b>Silver Burdett Making Music Student Edition - Grade 1</b>		
<b>Publisher</b>	Pearson Education Inc., publishing as Pearson Scott Foresman		
<b>Item Evaluated</b>	Student textbook		
<b>Content Level</b>	Grade 1	<b>Copyright Date</b>	2005
<b>ISBN</b>	0-382-36569-00-382-36569-0	<b>Date of Evaluation</b>	7-19-04

**Recommended YES**

Publisher's Explanation of Reviewer's Comments:

**Technology Strengths**

User friendly, shows in text where to use what is available on CD's and in some places ways to use the CD's

**Technology Weaknesses**

Lack of use of computer for music development

**Instruction & Assessment Strengths**

Has questions throughout, comparison & contrast, thinking skills development

**Instruction & Assessment Weaknesses**

Lack of written assessments - verbal/oral types only.

**Organization & Structure Strengths**

Pictures to help beginning and/or non-readers, concepts and songs are integrated/fit together.

**Organization & Structure Weaknesses**

Pictures/pages may be a little too busy, it might be hard for some students to follow print, at least at the beginning of the school year, print should perhaps be a little larger, a heading or title page for each unit is absent

**Resource Materials Strengths**

Videos for extension & to expand knowledge base, CD's for basically every song/selection in text.

**Resource Materials Weaknesses**

No videos of dances or concept of other cultures and music that are presented in text.

Rating Scale: 0-Not applicable; 1-None of the time; 2 Minimally; 3-Some of the time; 4-Most of the time

Technology Comments	
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**Equipment**

Windows No Macintosh No CD ROM FalseFalse Sound No  
Equipment Other

**Grade Level**

Primary No Intermediate No Middle No High No

**Audience**

Individual	No	Small Group	No	Large Group	No
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**Format**

Stand Alone/Independent	No	Integrated	No	Supplemental	No
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**Cost**

Single Copy		School Version	
Network Version		Online	
Site License		Lab Pack	

**Type of Software**

Simulation	No	Tutorial	No	Critical Thinking	No
Management	No	Exploratory	No	Utility	No
Interdisciplinary	No	Creativity	No	Type of Software -	
Problem Solving	No	Drill and Practice	No	Other	

**Management**

	Allows customizing for individual learning needs
	Allows Students to exit and resume later
	Keeps student's performance record, where needed
	Allows control of various aspects of software (sound)
	Allows printed reports

Rating Scale: 0-Not applicable; 1-None of the time; 2 Minimally; 3-Some of the time; 4-Most of the time

**Presentation/Interface**

	Presents material in organized manner
	Consistent, easy-to-use, on-screen instructions
	Developmentally correct presentation/ format
	Adapts to different learning styles/multiple intelligences
	Accessible for special needs students
	Runs smoothly, without long delays
	Easy-to-view text and graphics
	Easy-to-hear and understand sounds
	Avoids unnecessary screens, sounds, and graphics
	Provides immediate, appropriate feedback
	Presentation/Interface Comments

<i>Rating</i>	<i>Strength</i>	<i>Weakness</i>
<b>Identifies a Sense of Purpose</b>		
Rating Scale	Concept/skill highlighted at top of page where section begins.	Some definitions of newly introduced terms are not fully developed, concept/skill should perhaps be explained more.
<b>Provides Guiding Questions and Instructional Objectives</b>		
	Concept/skill highlighted at top of page where section begins.	Some definitions of newly introduced terms are not fully developed, concept/skill should perhaps be explained more.
<b>Develops and Builds on Student Ideas</b>		
	Does this fairly well using lots of pictures and hands-on-experiences.	Should possibly connect the various concepts presented more
<b>Encourages student to become an independent learner (performer, creator, speaker)</b>		
	Provides lots of opportunities for students to create and explore concepts.	Should have at least a few prompts that are more open to develop student creativity to a greater degree or so students can apply musical concepts in even more creative ways.

Rating Scale: 0-Not applicable; 1-None of the time; 2 Minimally; 3-Some of the time; 4-Most of the time

<b>Assesses Student Progress – Commonwealth Accountability Testing System (CATS) “like” Assessment is provided. Variety of Assessments (diagnostic, formative, Summative, open response, multiple choice, individual, small group, oral demonstrations, presentations, portfolio prompts) is included, Performance assessment opportunities are also included.</b>		
0	Lots of opportunities for students to demonstrate/perform concepts/skills individually.	Did not see any partner nor small group activities, no written responses/assessments, oral/verbal only.
<b>Enhances the Learning Environment</b>		
	Interactive, exploratory, creative, interesting, challenging and fun!	History of instruments, dance and music is lacking, very scarce and sketchy in places.
<b>Reading level appropriate for interest and ability level of intended student group; level remains consistent throughout</b>		
	Reading level okay for grade 1 for students who can read, pictures may be quite helpful for beginning and/or non-readers.	May be a little difficult for beginning or non-readers, at first.
<b>Includes activities and opportunities for integration of technology</b>		
	Sufficient use of CD's, some use of videos.	
<b>Reflects research-based practices (e.g. hands-on activities, technology, problem-solving situations) engaging students and promoting student thinking</b>		
No evidence of computer integration.	Lots of hands-on-activities, multiple forms of presentation, i.e., book, CD's and videos, questions throughout to promote student thinking, good listening skill activities to develop "ear for music."	No opportunities for students to express themselves in written form (drawing for students unable to write), doesn't incorporate computer usage, engages students as a class & individually, but not in partner or small group activities.
<b>Is aligned to the Program of Studies and Core Content for Assessment</b>		
	Contains developmentally appropriate material for assessment at level 1.	The text itself does not contain assessments, just questions throughout.
<b>Includes opportunities for writing (reviews / personal response / reflection)</b>		
	See weaknesses.	No opportunities for written responses found.

Rating Scale: 0-Not applicable; 1-None of the time; 2 Minimally; 3-Some of the time; 4-Most of the time

<b>Music Elements-Rhythm, Tempo, Melody, Harmony, Form, Music Literacy - Notation, Terminology, Symbols, Timbre,:</b>		
4	Contains all the elements and incorporates throughout text and teaches them thoroughly for developmental level	Didn't see the terms "pitch and dynamics" although concepts were taught
<b>Music Literacy - Notation, Terminology, Symbols:</b>		
3	Defines new terminology	Terminology could be a little more developed for level, there was not much on notation and symbols
<b>Purpose of Music:</b>		
1		Purposes not found
<b>Musical Styles (genre):</b>		
1		None found
<b>Music in Different Cultures:</b>		
4	Incorporates a lot of different cultures in terms of music, dance, instruments, etc.	Could use a little more detail/explanation/background for these
<b>Music Historical Style Periods:</b>		
1		Not incorporated in text
<b>Effect of Time, Place, Personality, Belief Systems on Music:</b>		
1		Not found
<b>Careers Music:</b>		
2		Careers in music referred to indirectly, but not specifically, and not a lot of this either
<b>Opportunities for Performance (may include site singing/playing):</b>		
4	Abundant opportunities for students to do various types of performances	Didn't find partner or small group opportunities

Rating Scale: 0-Not applicable; 1-None of the time; 2 Minimally; 3-Some of the time; 4-Most of the time



Connection to Other Art Forms:		
3	Integrates other art forms and other content areas as well	Lacks opportunities for students to do own visual interpretation/response such as creating own artwork, some of the other connections could be more hands-on as well

Rating Scale: 0-Not applicable; 1-None of the time; 2 Minimally; 3-Some of the time; 4-Most of the time